DOCUMENT RESUME

ED 149 099 08 CE 014 335

TITLE	Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D--Instructional Evaluation.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	34p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539 and CE 014 589-591
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($1.50)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Criterion Referenced Tests; *Effective Teaching; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; Peer Evaluation; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Student Evaluation of Teacher Performance; Teacher Education Curriculum; *Teacher Evaluation; *Teaching Skills; *Vocational Education

ABSTRACT

This last in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in identifying the sources and techniques needed in order to plan a method of teacher evaluation which is logical, usable, and capable of improving teaching performance on a continuing basis. The terminal objective for the module is to evaluate your instructional effectiveness in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case study to critique, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

ED149099

MODULE

D-6

Evaluate Your Instructional Effectiveness

MODULE D-6 OF CATEGORY D—INSTRUCTIONAL EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel H. Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN 0-914452-27-4

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 335

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotreil directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University 1960 Kenny Road Columbus Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

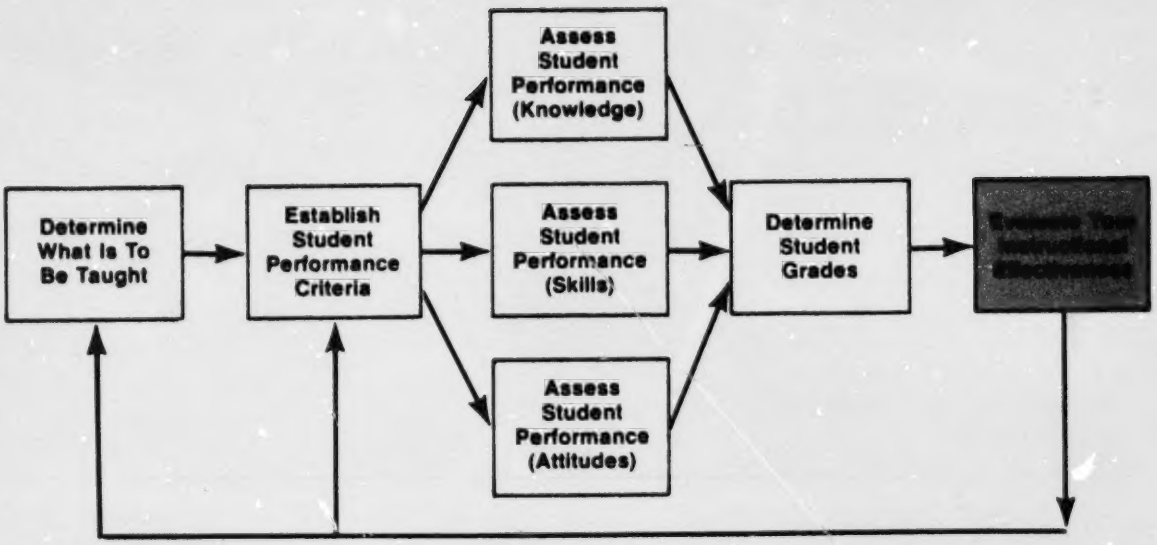
- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.


Assess Student Performance (Knowledge)
Determine What Is To Be Taught
Establish Student Performance Criteria
Assess Student Performance (Skills)
Determine Student Grades
Assess Student Performance (Attitudes)

INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Learning is not something that stops when you receive a diploma. It is a lifelong process, and as long as you are receptive to new ideas and information, you can continue to grow and improve both personally and professionally. This openness to growth is expressed in the old saying, "So long as you're green, you can grow."

Just as plants cannot grow without nutrients, you cannot improve as a teacher without receiving information and feedback from others. Feedback is a circular process; the information you obtain about your teaching effectiveness gives you new ideas and new directions. It gives you approaches to explore in the classroom, laboratory, and community. Your growth as a teacher in turn enhances student learning and improves the feedback you receive.

The first step in becoming a more effective teacher is to plan a method of evaluation which will give you thorough and accurate information about your strengths and weaknesses. This module is designed to give you skill in identifying the sources and techniques you need in order to plan a method of evaluation which is logical, usable, and capable of improving your teaching on a continuing basis.

SO LONG AS YOU'RE GREEN - YOU CAN GROW

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, evaluate your instructional effectiveness. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in evaluating instructional effectiveness (*Learning Experience I*).
2. Given a case study of a teacher evaluating her instructional effectiveness, critique the performance of that teacher (*Learning Experience II*).

Prerequisites

In order to evaluate your instructional effectiveness, you must have minimal competency in instructional planning, execution, and evaluation. If you do not already have competency in these areas, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in selected modules in Category B: Instructional Planning, Category C: Instructional Execution, and Category D: Instructional Evaluation.

Resources

A list of the outside resources which supplement thos contained within the module follows. Check with you resource person (1) to determine the availability and th location of these resources, (2) to locate additional re erences in your occupational specialty, and (3) to ge assistance in setting up activities with peers or observa tions of skilled teachers, if necessary. Your resourc person may also be contacted if you have any difficul with directions, or in assessing your progress at an time.

Learning Experience I

Optional

One or more teachers experienced in evaluatin their instructional effectiveness with whom you ca consult.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can evaluat your instructional effectiveness.

A resource person to assess your competency i evaluating your instructional effectiveness.

This module covers performance element numbers 148, 161–164 fro Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technic Education: Report No. V* (Columbus, OH: The Center for Vocation Education, The Ohio State University). The 384 elements in this doc ment form the research base for all The Center's PBTE module develop ment.

For information about the general organization of each module, gener procedures for their use, and terminology which is common to all 1 modules, see About Using The Center's PBTE Modules on the insid back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the principles and procedures involved in evaluating instructional effectiveness.

You will be reading the information sheet, Evaluating Instructional Effectiveness, pp. 6–13.

You may wish to interview one or more teachers experienced in evaluating their instructional effectiveness to determine the evaluation procedures they use.

You will be demonstrating knowledge of the principles and procedures involved in evaluating instructional effectiveness by completing the Self-Check, p. 14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 15.

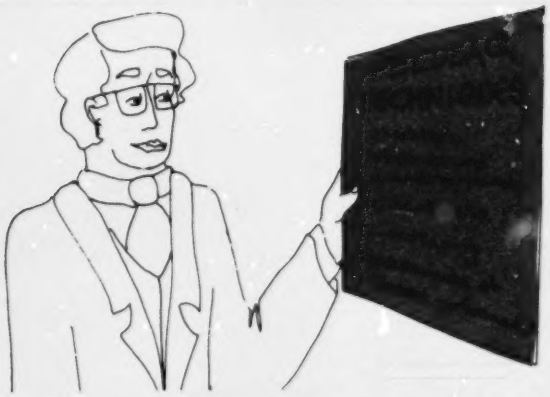
Activity

For an explanation of the basic concepts involved in evaluating instructional effectiveness, a description of the various sources of feedback which will serve you in that evaluation, and an explanation of the necessity for continuous evaluation, read the following information sheet:

EVALUATING INSTRUCTIONAL EFFECTIVENESS

Instructional effectiveness can be evaluated in two major ways—by examining the instructional process, or by looking at the product of that instruction. Evaluating the instructional **process** involves measuring your ability to establish objectives, plan lessons that meet those objectives, select or prepare appropriate instructional materials, and use effective teaching methods. Evaluating the **product** of instruction involves measuring the outcomes of instruction in terms of student achievement. Evaluation of instructional effectiveness should examine **both** of these aspects of instruction.

In evaluating the processes and products of instruction, there are a number of sources and techniques that may be used. Sources of feedback include evaluations by others (e.g., fellow teachers, supervisors, advisory committee members, students) and self-evaluation. Techniques which may be used to get feedback include checklists, observations, anecdotal records, discussions, videotaping for self-analysis, and assessments of student performance.



Before any evaluation efforts are undertaken, you need to carefully plan how you will gather feedback and from whom. Although any type of feedback can be useful, evaluations should be based on information obtained from a variety of sources. Getting a cross section of opinions or evaluations will give you a better overall picture of your performance. Consider the following example.

Assume you are teaching a lesson to a group of 15 students and that you videotape the lesson so it can be evaluated by a fellow teacher, a school administrator, a district vocational education supervisor, and a university professor. At the end of the lesson, you ask the students to anonymously rate the effectiveness of the lesson. Later, you evaluate the students' grasp of the lesson content. After showing the videotape, you have the observers rate the effectiveness of the lesson.

You get the following feedback: 12 students felt it was an interesting lesson and that they learned a lot; 2 students said it was boring; 1 student said it was confusing. Out of 15 students, 9 did poorly on the device you used to measure their grasp of the lesson content.

The university professor indicated the lesson could have been more effective had visuals been used. The fellow teacher indicated that he uses a film to teach that concept and that he feels a film is more effective than the method you used. The vocational education supervisor noted that parts of the lesson could have been geared to relate more directly to the real world of work. The administrator was concerned that you kept the students past the bell, causing them to hurry to their next class or be tardy.

This is an exaggerated situation, of course; however, differing opinions and concerns are to be expected. Had you gotten feedback from only the bored student, or from only the fellow teacher, you would have had only a partial view of your effectiveness.

With the variety of feedback obtained, you can conclude **tentatively** that: (1) you need to be aware of, and make more use of, available media and materials; (2) although most students were interested, more than half the students did not grasp the lesson content; (3) you are not meeting the needs and interests of three of your students; (4) you need to be more careful in timing the length of your lessons; and (5) you need to plan lessons which relate more directly to the occupations for which your students are being trained.

Feedback from a single lesson probably will not be consistent enough for you to make a definite

judgment about your teaching effectiveness. However, if you continue to accumulate feedback over a period of time, patterns should form which will give you a more accurate picture of your strengths and weaknesses. Let's consider each potential feedback source more closely.

Fellow teachers can suggest additional materials you could use, or alternative methods and techniques that seem to work. When requested to do so, they may be able to point out areas in which you are weak and to suggest ways to improve. If an individual student is causing problems, fellow teachers may be able to tell you whether that student's behavior is unique to your class, and you may be able to draw on their experience in helping you solve the problem.

State department of education **supervisors** and **university faculty** have a level of expertise, experience, and objectivity which can be of great potential help to you as a teacher. They are usually well-versed in the latest educational research and the most current materials and techniques available. Thus, they are in an excellent position to assist you in identifying ways to overcome instructional weaknesses.

You are also an excellent source of feedback. You know better than anyone what your goals and objectives are. Therefore, through the process of self-evaluation, you can evaluate how well you are meeting those goals and objectives. Critical self-evaluation may also reveal areas of strength that you can capitalize upon, and areas of weakness that you need to work on.

Students observe you at close range, daily, over an extended period of time. They are in the best position to see your overall performance and they know whether they are motivated by your lessons and whether they feel they are making progress.

Since **student performance** is the ultimate test of teacher effectiveness, measuring that performance is a key source of feedback on your effectiveness. The feedback can reveal if students are responding to you as a teacher and grasping the information presented in your lessons.

However, there are a few cautions that should be noted when using each of the techniques described. For example, when a "stranger" enters your classroom to observe, students may behave differently. Students who normally participate freely in class discussions may not respond to your questions. Students who are normally attentive may be distracted by the stranger's presence.

It is also true that when human beings evaluate anything, they bring certain biases or preferences into play in the process. A student who just failed a quiz in your class because he or she didn't read an assignment, may rate you negatively on all items. Such an evaluation is not strictly accurate in terms of your overall performance, but it is an indication that some problem exists which needs your attention.

Teachers who evaluate you may also exhibit biases that need to be taken into account as you review their comments. A teacher who believes that students should sit quietly in their seats while she or he takes the most active part in the lesson may give a poor rating to a teacher who encourages a more open and free atmosphere. A teacher who relies heavily on visuals may be overly concerned with the fact that you do not use visuals as extensively. Administrators, due to the nature of their responsibilities as school managers, may tend to focus heavily on how well you are fulfilling your managerial functions.

In addition, when evaluating yourself, it is sometimes difficult to be objective. You may be too hard on yourself, you may tend to rationalize what you did, or you may not see what you did.

Therefore, remember that evaluations are always partly subjective. Each source will, in fact, give you one point of view as to your effectiveness as a teacher . . . the previously mentioned "limitations" only become limitations if you interpret any **one** as the **only** point of view. A strong evaluation program which draws on a number of sources, allows you to compare, contrast, and analyze several points of view to arrive at a realistic estimate of the true strengths and weaknesses of your performance over time.

Evaluation Methods

Once you have determined the persons who will be involved in your evaluation plan, you can direct your attention to selecting the evaluation methods or devices you will use, or give others to use, in evaluating your instructional effectiveness. One commonly used method is that of **observation.** In most schools, **administrators** are required to observe each of their teachers, or each of their new teachers, a certain number of times during the school year. This need not be a threatening situation. If you are putting effort into the planning and execution of your lessons and are open to suggestions for improvement, such observations can be productive and helpful.

In addition to these required observations, you can invite **other educators** (supervisors, fellow teachers, media specialists, counselors, etc.) into your classroom to observe your presentations. Feedback from such observations can be either **formal** (observers can use **checklists** to evaluate specific skills), or **informal** (observers can meet with you afterwards to informally **discuss** instructional strengths and weaknesses).

Another option is to combine formal and informal feedback. For example, the observer fills out a checklist first and then meets with you to discuss the ratings further and suggest possible ways of improving instructional effectiveness. This approach combines the advantages of the previous two: the checklist ensures that certain key items will be evaluated; the discussion allows you to probe each of the ratings further to determine more specifically what needs to be improved and how.

Numerous **checklists** and **rating forms** are available. Many are produced commercially by accrediting agencies and various educational firms. Individual districts and states often prepare such checklists for use with and by their own educators.

The Teacher Performance Assessment Form in this module, and similar forms in the other modules produced by The Center for Vocational Education, can be used by observers to evaluate instructional effectiveness. Sample items from two checklists are shown in Samples 1 and 2. Sample 1 would be used to evaluate a teacher's overall performance. Sample 2 is designed to evaluate the teacher's competency in a specific area of skill.

SAMPLE 1

CHECKLIST FOR RATING OVERALL PERFORMANCE

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The teacher was prepared for the class	☐	☐	☐	☐	☐	☐
2. The teacher's presentation was well organized	☐	☐	☐	☐	☐	☐
3. Lesson objectives were made clear to the students	☐	☐	☐	☐	☐	☐
4. The teacher was interesting and enthusiastic	☐	☐	☐	☐	☐	☐
5. The teacher's voice was audible	☐	☐	☐	☐	☐	☐
6. The teacher could communicate the subject matter to the students	☐	☐	☐	☐	☐	☐
7. The teacher was receptive to the expression of student views	☐	☐	☐	☐	☐	☐
8. The teacher answered questions clearly	☐	☐	☐	☐	☐	☐
9. The teacher kept order with a fair hand	☐	☐	☐	☐	☐	☐
10. The teacher made sure students were given feedback on their achievement of lesson objectives	☐	☐	☐	☐	☐	☐

SAMPLE 2

CHECKLIST FOR EVALUATING SPECIFIC SKILLS

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In demonstrating a concept or principle, the teacher:						
1. selected an example of the concept which could be easily demonstrated	☐	☐	☐	☐	☐	☐
2. set up the demonstration where it could be easily viewed by each student	☐	☐	☐	☐	☐	☐
3. related the new concept to students' previous experiences or instruction	☐	☐	☐	☐	☐	☐
4. defined terms or gave background information when necessary	☐	☐	☐	☐	☐	☐
5. had all materials and equipment ready for use	☐	☐	☐	☐	☐	☐
6. performed the steps of the demonstration in a logical order	☐	☐	☐	☐	☐	☐
7. observed students to see that they were following the demonstration	☐	☐	☐	☐	☐	☐
8. summarized key points during the demonstration or at the conclusion of the demonstration	☐	☐	☐	☐	☐	☐
9. determined students' comprehension of the concept by some form of feedback	☐	☐	☐	☐	☐	☐
10. used visual aids to illustrate any steps which were difficult to observe	☐	☐	☐	☐	☐	☐
11. had students analyze a new situation in relation to the concept	☐	☐	☐	☐	☐	☐

These same types of checklists can be used to **self-evaluate** a **videotaped** recording of your performance, and similar checklists can be used to have students evaluate your performance. When asking students to evaluate your teaching performance, it is important to explain to them why it will be helpful to you. Generally, the task will be less threatening and the results more objective if you ask them **not** to put their names on the evaluation forms. Items from a student evaluation device, the Minnesota Student Attitude Inventory, are shown in Sample 3.

SAMPLE 3

CHECKLIST FOR STUDENT USE

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. This teacher asks our opinion in planning work to be done	☐	☐	☐	☐	☐
2. Frankly, we don't pay attention to this teacher	☐	☐	☐	☐	☐
3. This teacher makes sure we understand our work	☐	☐	☐	☐	☐
4. Our teacher is very good at explaining things clearly	☐	☐	☐	☐	☐
5. Sometimes I think this teacher is deaf	☐	☐	☐	☐	☐
6. This teacher helps us get the most out of each hour	☐	☐	☐	☐	☐
7. This teacher makes everything seem interesting and important	☐	☐	☐	☐	☐
8. It seems that somebody is always getting punished in this class	☐	☐	☐	☐	☐
9. This teacher makes very careful plans for each day's work .	☐	☐	☐	☐	☐

Feedback from students can also be obtained on an informal basis. In your **daily contacts** with students, you can learn a great deal about their perceptions as to how well the course is being taught and/or how much they are learning. In addition, there are an infinite variety of ways to formally assess how well or how much students are learning in your class.

During the initial weeks of the school year, you need to determine what your students know already and what each student's needs, interests, and abilities are. This information is critical if you really want to measure student improvement. Then, as the year progresses, you need to use **quizzes, exams, criterion checklists,** etc., on a continuous basis to get feedback (for use by both you and the students).

These feedback devices should be designed so that you can determine student progress in all three domains: cognitive (knowledge), affective (attitudes), and psychomotor (skills). You can compare a student's performance on a test to his/her normal level of performance. You can check how the entire class did on a particular test to see if specific items were missed by a significant number of students.

Anecodotal records are another technique for gathering feedback. These are records which describe significant incidents or behaviors, both positive and negative. Anecdotal records are commonly used by teachers to record observations of students with behavior problems or students who otherwise need assistance. Such a record, kept over time, shows a pattern of behavior that is helpful in analyzing problems.

In a similar way, anecdotal records of your own performance can be useful in evaluating your teaching effectiveness. By jotting down verbal comments—positive and negative—that you get from students, parents, or others (e.g., employers involved in your cooperative program) in reaction to your teaching, you can begin to pick out patterns that indicate your overall strengths and weaknesses. For example, comments such as, "presented a really exciting lesson," "caused a student to become upset," "confused students in explaining a concept," can be good indicators of your teaching effectiveness.

Many lesson plan formats include a space for making notes or remarks. If you use part of this section to keep a record of students' reactions, verbal and nonverbal, to your lessons, you may be able to see which techniques are working well for you in which situations, and also, which techniques you are not using well.

Once you have determined **how** your instruction will be evaluated, **who** will be evaluating it, and **what** methods or instruments will be used, you can begin to gather data on your instructional effectiveness. The feedback itself is **not** an end product. It serves as a **tool** with which you can determine your strengths and weaknesses, set reasonable goals for improvement, and plan a program to build on the strengths and correct the weaknesses.

For example, assume that your initial feedback shows that a small group of students in your class is consistently "tuned out." Their tests, quizzes, and class participation show this. A supervisor made note of their obvious disinterest during her observation of your class, and you have noted this yourself. As a result, you are determined that you will reach this group of students. Next, you need to determine how this can be done. You and your supervisor discuss your goal and come up with the following plans for attaining it:

- Meet with the group of students to discuss the situation and get additional feedback as to why the problem exists.
- Meet with fellow teachers to discuss the problem. They may have encountered similar problems that they have solved. They may have the same problem with that same group; together you may be able to overcome it.

Should you discover after having completed these activities that all these students have reading problems, you would be able to plan further how to meet your goal. You could select materials written at a lower grade level, review the literature for recommendations, or consult with supervisors about ways of reaching students with reading problems. Sample 4 is a worksheet which can be used in setting and reaching your improvement goals. The form includes space for keeping a record of the activities you undertake relative to your

goal, as well as space to summarize the results of your efforts and to note how your experience could be of assistance to others.

Solving one problem or reaching a single goal should not be the aim of your evaluation plan, nor is a "one-shot" evaluation adequate. Consider again the statement, "So long as you're green you can grow." For you to be effective, to grow, you must want to improve your teaching effectiveness and to take the necessary steps to collect appropriate feedback data. To be effective, evaluation must be continuous and systematic, an inherent part of the teaching process. As you identify and reach one goal, you should set another. In this way, you can ensure that your instruction will, in fact, be effective and continue to improve over time.

SAMPLE 4

PROFESSIONAL IMPROVEMENT WORK SHEET

Teacher _____ Date _____

Building _____ Assisted by: _____

I. STATEMENT OF PROFESSIONAL GOAL: (Date _____) _____

_____

_____

II. PLANS FOR ATTAINING GOAL: (Date _____) _____

_____

_____

_____

III. PROGRESS LOG:

Date *Comments:*

_____

_____

_____

IV. CONCLUSIONS: (Date _____) _____

_____

_____

_____

_____

_____

You may wish to interview one or more teachers experienced in evaluating their instructional effectiveness to determine the evaluation procedures and methods they use. Consider and compare their use of such techniques as checklists, observations, anecdotal records, discussions, videotaping, and assessment of student performance.

The following item is designed to check your comprehension of the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13. Please respond fully, but briefly.

SELF-CHECK

What would be the characteristics of an ideal program for evaluating instructional effectiveness?

Compare your written response to the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANSWER

An ideal evaluation program is carefully planned. Student progress is continually monitored by quizzes and tests so you know whether they are, in fact, grasping what you're teaching. Students are encouraged to give you informal feedback. This does not mean they **critique** each lesson. It means that they feel free to indicate when something is not clear to them, etc.

Observations by supervisors, administrators, fellow teachers, and other "experts" are made periodically. Self-evaluation is a part of the program. You note on each lesson plan your assessment of the lesson's effectiveness. You videotape lessons occasionally and review them later. All feedback gathered is summarized and studied to see what instructional strengths and weaknesses are indicated.

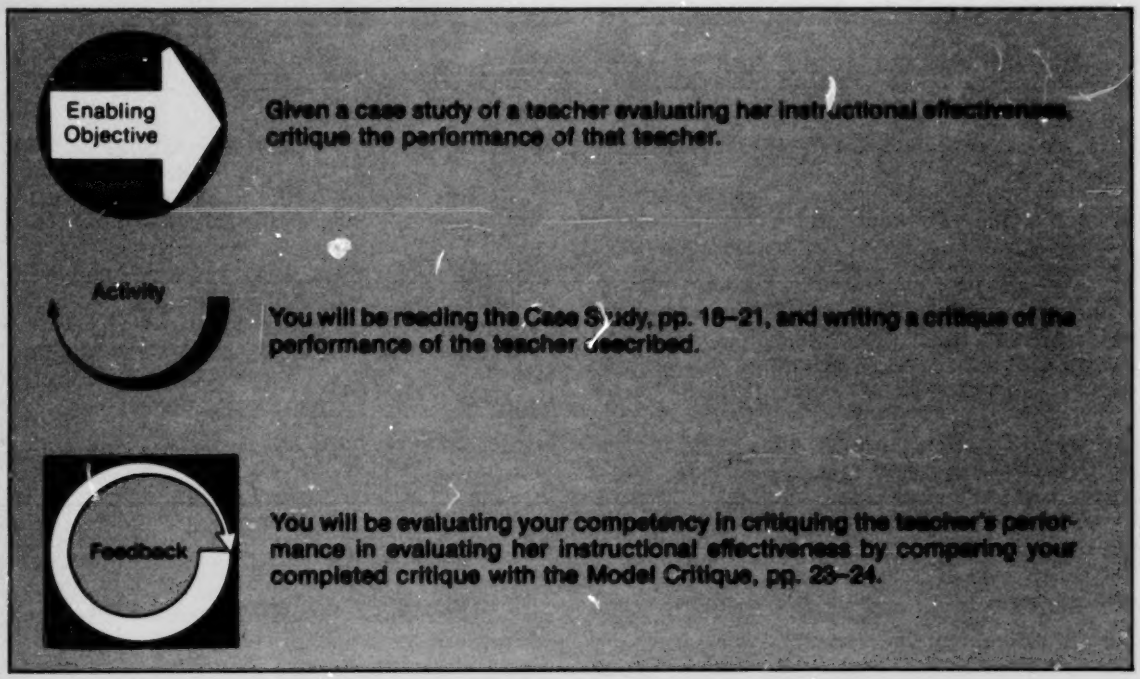
As a result of these efforts, plans are made to eliminate those weaknesses and build on the strengths. Feedback continues to be gathered and new improvement goals are set. In sum, evaluating instructional effectiveness is a **continuous** process, and the teacher, with a receptive attitude toward suggestions and constructive criticism, will use a **variety** of sources for feedback.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW


Enabling Objective
Given a case study of a teacher evaluating her instructional effectiveness, critique the performance of that teacher.
Activity
You will be reading the Case Study, pp. 18–21, and writing a critique of the performance of the teacher described.
Feedback
You will be evaluating your competency in critiquing the teacher's performance in evaluating her instructional effectiveness by comparing your completed critique with the Model Critique, pp. 23–24.

The following Case Study describes one teacher's efforts to evaluate and improve her own instructional effectiveness. Read the situation described and then explain in the space provided (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated her responsibilities.

CASE STUDY

A teacher with one year of experience was working at an area vocational-technical school. At the end of the first year, she had reservations about how well she had performed as a teacher. She decided at the beginning of the second year to develop a plan to evaluate her instructional effectiveness.

She began talking with other teachers about how they evaluated themselves. One teacher indicated that a self-appraisal technique was the only approach to take. Other teachers responded that it would take inputs from students, administrators, and fellow teachers over the entire year to fully evaluate how well a teacher was performing. Some teachers shared other ideas on collecting the information and suggested she use student reaction questionnaires, videotaping, classroom presentations, and visits to the classroom by supervisors and colleagues.

As she listened to this advice from her colleagues, the teacher began to formulate a plan for the coming school year. The first item in the plan was to list the areas of instruction and teaching she felt needed improvement. This list became rather lengthy and she began to realize that it would take more time and effort than she could afford to spend.

In order to overcome this problem, she enlisted the assistance of the department chairperson and supervisor of instruction to help determine what areas might be more important than others. As a result of these conversations, she decided to initially evaluate effectiveness in the areas of (1) giving classroom presentations, and (2) evaluating student performance. She decided to use the students and the state supervisor of her instructional area as her primary sources of information.

In order to obtain information from the students, she prepared and administered a questionnaire pertaining to classroom presentations and student evaluation. A summary of the results is found on p. 19. The state supervisor of instruction was asked to visit and observe her performance in giving a presentation to the class. A copy of the supervisor's evaluation is found on p. 20. The final source of information was a summary of student scores on an achievement test, p. 21, which was administered for the unit that was partially observed by the supervisor.

After collecting and summarizing this information, she began to analyze the results. She looked for data which would help her draw some conclusions regarding her instructional effectiveness in the areas of giving presentations and evaluating student performance.

As she reviewed the data on presenting lessons, she noticed that the students felt her explanations were not always clear to them. The state supervisor's evaluation reinforced this observation; he indicated that presenting ideas and concepts was accomplished at only a fair level of performance. This information reinforced the plan to identify classroom presentations as an area in which she needed to improve. She decided that she needed to learn how to use visual aids more effectively in her presentation. She also decided she needed to learn how to develop more structured and detailed lesson plans so that she could present information in a clear and logical manner.

In analyzing the data with respect to students' achievement, it was obvious to the teacher that the test was very difficult for the students. She attributed this result to her problem in giving clear

presentations. The teacher felt that if she improved her lesson presentations, students would be able to do better on their tests.

In formulating plans to improve her instruction, the teacher decided to ask one of her fellow teachers, who had taught for several years, to review videotapes of several lesson presentations with her. In addition, she asked the instructional resource coordinator to help her prepare some visual aids to use in her presentations. She also asked her department chairperson if he could review some lesson plans and critique them before she gave the presentation to students. In order to obtain additional feedback from the students concerning her planned improvements, she decided to prepare brief quizzes after each lesson presentation. Another student reaction form was prepared and administered after three lessons had been taught.

After formulating these plans, the teacher decided to ask her department chairperson to review her procedures in evaluating instructional effectiveness and critique her analysis of the data and the plans made for the improvement of instruction.

STUDENT REACTION QUESTIONNAIRE SUMMARY

	No	Sometimes	Yes
1. Are the explanations given by the teacher clear?	6	10	5
2. Does the teacher display a knowledge of the subject?	2	0	19
3. Are the presentations made by the teacher interesting?	3	4	14
4. Does the teacher use audiovisual material to clarify difficult parts of a topic?	4	9	8
5. Are the assignments directly related to the presentations?	19	1	1
6. Are the tests given by the teacher fair?	16	4	1
7. Do the tests cover the information presented by the teacher?	15	4	2
8. Are the test results given to the students?	5	10	6
9. Is the grading system fair and clear?	7	8	6
10. Are the tests very difficult?	4	5	12

STATE SUPERVISOR'S EVALUATION OF ONE PRESENTATION

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
During the lesson, the teacher:						
1. related the lesson to the students' past knowledge or experience	☐	☐	☐	☒	☐	☐
2. stated specifically what the objectives were in terms of student behavior and why the objectives were important to the students	☐	☐	☒	☐	☐	☐
3. stated how the students might achieve the objectives and when they would know that they had achieved them	☐	☐	☒	☐	☐	☐
In the presentation, the teacher:						
4. talked to the students and not to the instructional materials	☐	☐	☐	☐	☒	☐
5. presented each idea or step in a logical sequence	☐	☐	☐	☒	☐	☐
6. presented only one idea, or method of doing an operation, at a time	☐	☐	☐	☒	☐	☐
7. presented the information or skill with ease	☐	☐	☐	☒	☐	☐
In the application, the teacher:						
8. observed the students practicing and provided encouragement, correction, or additional information	☐	☒	☐	☐	☐	☐
9. provided an opportunity for the students to show how well they had learned	☐	☐	☒	☐	☐	☐
10. had the students summarize the key points rather than doing it himself/herself	☐	☐	☒	☐	☐	☐
11. clarified any key points not clarified by the students	☐	☐	☐	☒	☐	☐
During the lesson, the teacher:						
12. used instructional materials that enhanced the lesson	☐	☐	☐	☐	☐	☒
13. provided an opportunity for students' response and/or participation	☐	☐	☐	☐	☒	☐
14. varied the pace and methods of conducting the lesson	☐	☐	☐	☐	☒	☐
15. reacted favorably to students' questions, answers and comments	☐	☐	☐	☐	☐	☒

SUMMARY OF STUDENT SCORES ON A 35-ITEM ACHIEVEMENT TEST

STUDENT	NUMBER OF ITEMS CORRECT	PERCENT CORRECT	STUDENT	NUMBER OF ITEMS CORRECT	PERCENT CORRECT
Martinez	20	57%	Sandburg	8	23%
Quinn	15	43%	Olsen	7	20%
Johnson	10	29%	Gill	6	17%
Weatherwax	9	26%	Talman	11	31%
Rucker	12	34%	Stivac	13	37%
Krivicich	14	40%	Norton	4	11%
Hamm	21	60%	Huang	8	23%
Moore	25	71%	Hessler	30	86%
Esposito	11	31%	Bankes	5	14%
Piazza	6	17%	Feinstein	6	17%
Garagiola	9	26%			

Grading Key

A = 90–100
B = 80–89
C = 70–79
D = 60–69
F = 0–59

Class Totals

1 B
1 C
1 D
18 F's

NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points:

MODEL CRITIQUE

This teacher "had reservations" about how well she performed as a teacher and decided to take active steps to improve by evaluating her instructional effectiveness. This openness to the need for improvement is commendable. However, her evaluation plan had weaknesses in it which would prevent her from getting the kinds of feedback needed.

She was on the right track when she started by getting ideas from others; however, she didn't really take it far enough. A few informal discussions with fellow teachers is just a beginning. She could have done some reading on the subject or discussed it with supervisors and administrators in charge of such evaluations.

Listing areas she felt needed improvement has its limitations. For one thing, we have no indication as to how she was identifying these areas: intuition? . . . informal feedback over the past year? . . . a chance comment made by a fellow teacher? There's no systematic basis for what she's doing. Secondly, it is one thing to identify problem areas through feedback and then to plan to gather further feedback on those areas. It is quite different to initially limit your search to a small area. The whole point of evaluation is to logically and objectively identify areas of strength and weakness. By limiting her evaluation, this teacher could have failed to uncover other problems which are more critical or which may even be causing the problems she did identify.

She should not have limited her feedback sources to just students and the **state** supervisor. Local administrators and supervisors are more readily accessible. They could probably observe several randomly picked presentations and give her a more accurate evaluation of her effectiveness than a state supervisor who observes her over a limited period of time—one class period, one day's classes. In addition, she completely overlooks herself as a feedback source. Her preliminary plans do not call for videotaping followed by self-evaluation.

Her data gathering was too limited. One unit test, one observation, and one class evaluation do not yield enough data to draw any real conclusions about overall effectiveness. It could be that she was not up to par during that lesson. Remember, this is the **beginning** of her second year, so the students don't really know for sure that her tests are unfair **as a rule.**

The data analysis is one of her weakest areas. She did not analyze data thoroughly and failed to notice key areas of weaknesses that should have been further evaluated. The things she noticed were limited: explanations not always clear, need for more visual aids. The need for visual data is not even verified by the supervisor who says that she did an "excellent" job of using instructional materials that enhanced the lesson.

Furthermore, her feeling that the low test grades were a result of her unclear presentation was unjustified. It's quite possible that it was a poor test. She should have noticed that the supervisor indicated that she did not state what the lesson objectives were, why they were important to the students, nor how students might achieve them. There was also, apparently, no opportunity for students to practice or apply the information presented. The students did not feel their assignments or tests were related to the information presented. Their test scores were disastrously low.

It is possible that the teacher is unsure of what specific objectives students should achieve. She may need skill in writing student performance objectives. She may just need to communicate the objectives more clearly to the students. The problems with objectives may be causing all the other problems. At this point, she doesn't have enough feedback to draw any real conclusions. And she didn't even use the data she had to determine what additional feedback is needed.

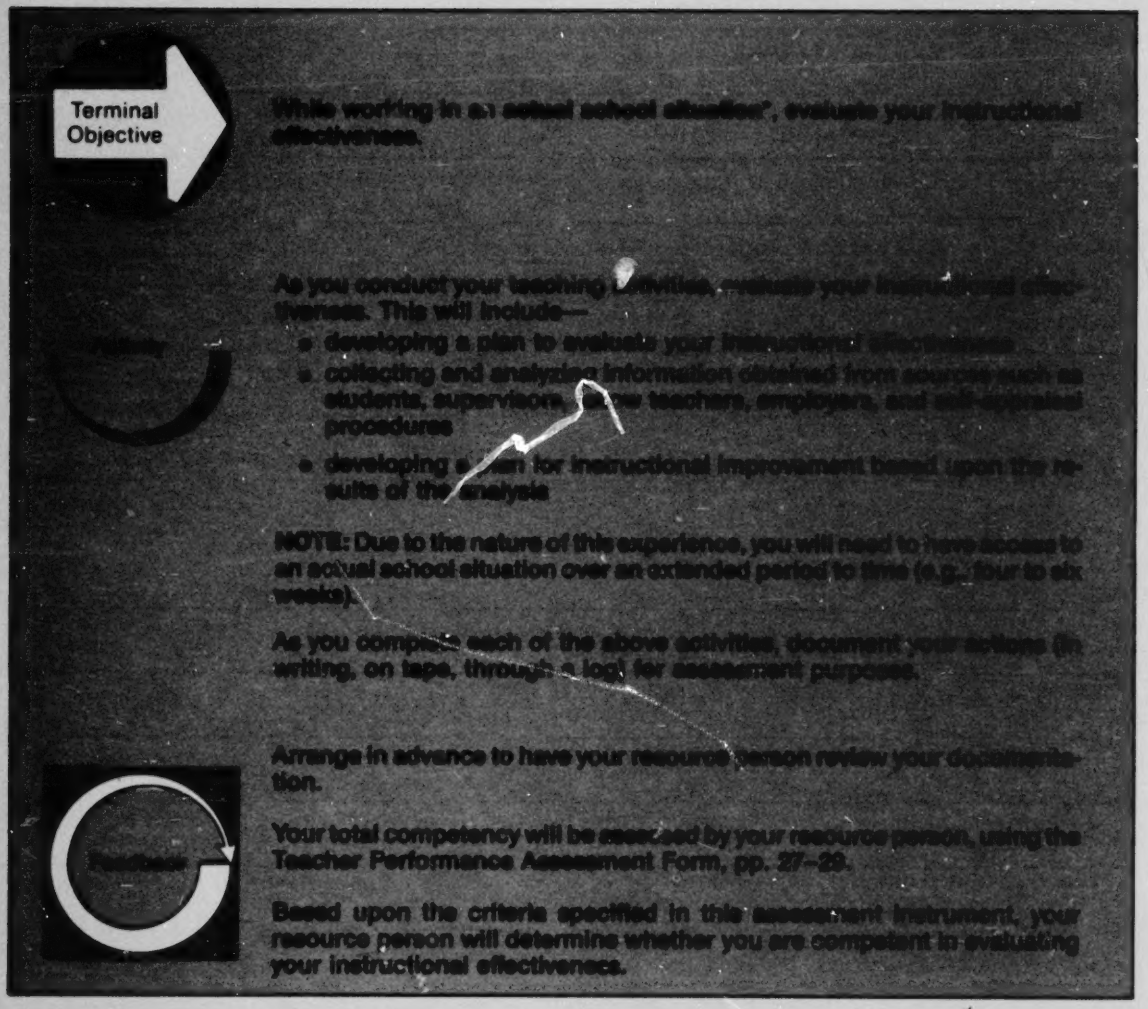
Again, she was not at a point in her evaluation program where she was ready to plan an improvement program. However, ignoring that issue, we

still have a weak overall improvement plan. The plans that she made were superficial and limited to readily available resources. The actions she took were good; they just weren't enough.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Instructional Effectiveness, pp. 6–13, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE


Terminal Objective
While working in an actual school situation*, evaluate your instructional effectiveness.
As you conduct your teaching activities, evaluate your instructional effectiveness. This will include—
developing a plan to evaluate your instructional effectiveness
collecting and analyzing information obtained from sources such as students, supervisors, fellow teachers, employers, and self-appraisal procedures
developing a plan for instructional improvement based upon the results of the analysis
NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).
As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.
Arrange in advance to have your resource person review your documentation.
Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–29.
Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating your instructional effectiveness.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Your Instructional Effectiveness (D–6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
Planning						
1. The following sources of information for evaluating instructional effectiveness were included in the plan:						
a. students	☐	☐	☐	☐		
b. fellow teachers	☐	☐	☐	☐		
c. administrators, supervisors	☐	☐	☐	☐		
d. self	☐	☐	☐	☐		
e. others (e.g., parents, employers)	☐	☐	☐	☐		
2. Appropriate evaluation methods or instruments were selected for each of the following sources:						
a. students	☐	☐	☐	☐		
b. fellow teachers	☐	☐	☐	☐		
c. administrators, supervisors	☐	☐	☐	☐		
d. self	☐	☐	☐	☐		
e. others (e.g., parents, employers)	☐	☐	☐	☐		
3. The plan indicated how the feedback would be analyzed	☐	☐	☐	☐		
Administering the Plan						
4. The need for the evaluation and methods to be used were discussed cooperatively with each of the involved parties	☐	☐	☐	☐		
5. Students' initial needs, interests, and abilities were determined so progress could be measured	☐	☐	☐	☐		
6. One or more of the following evaluation techniques was used to evaluate **student achievement**:						
a. open-class discussion	☐	☐	☐	☐		
b. open-ended written evaluations	☐	☐	☐	☐		
c. evaluation instrument(s)	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
d. other	☐	☐	☐	☐	☐	☐
7. One or more of the following evaluation techniques was used to get feedback on **teacher effectiveness** from students:						
a. informal discussion	☐	☐	☐	☐	☐	☐
b. observation of their nonverbal reactions	☐	☐	☐	☐	☐	☐
c. checklist or other (data-gathering) instrument	☐	☐	☐	☐	☐	☐
8. One or more of the following evaluation techniques was used to get feedback from fellow teachers:						
a. informal discussion	☐	☐	☐	☐	☐	☐
b. classroom visitation(s)	☐	☐	☐	☐	☐	☐
c. classroom visitation(s) with observer filling out checklist or other evaluation instrument	☐	☐	☐	☐	☐	☐
d. post-visitation conference between teacher and observer	☐	☐	☐	☐	☐	☐
9. One or more of the following evaluation techniques was used to get feedback from supervisors or administrators:						
a. informal discussion	☐	☐	☐	☐	☐	☐
b. classroom visitation(s) with observer taking notes	☐	☐	☐	☐	☐	☐
c. classroom visitation(s) with observer filling out a checklist or other evaluation instrument	☐	☐	☐	☐	☐	☐
d. post-visitation conference between teacher and observer	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
10. One or more of the following evaluation techniques was used for self-evaluation purposes:						
a. viewing a videotape of self instructing a class	☐	☐	☐	☐		
b. completing an evaluation instrument on self	☐	☐	☐	☐		
c. evaluating own lesson plans following the lesson presentations	☐	☐	☐	☐		
11. The evaluation techniques used were effective	☐	☐	☐	☐		
12. Feedback was compiled and studied to determine strengths and weaknesses	☐	☐	☐	☐		
Using Results to Improve Instruction						
13. Appropriate procedures were developed to capitalize on strong points	☐	☐	☐	☐		
14. Adequate preparations were made to overcome or strengthen weak points	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

---

For information regarding availability and prices of these materials contact—

AAVIM

American Association for Vocational Instructional Materials

120 Engineering Center • Athens, Georgia 30602 • (404) 542-2586